



REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

Date: 10/17/2013	Interviewer: Sue Guenter-Schlesinger	RFA #13 – 42 – A
Person Requesting Assistance: [REDACTED]		
Contact Numbers (telephone, e-mail, etc.): [REDACTED]		
Status of Person(s) Interviewed (title, position, student status, etc.): WWU student		
Requested Assistance Pertaining To (name, position, policy, project, etc.) Sexual harassment in [REDACTED] department		

To the best of your knowledge, please fill out the following:

Interviewee Status: Male ☐ Female ☒ Administrator ☐ Faculty ☐ Staff ☐ Student ☒
Concern Regarding: Male ☐ Female ☐ Administrator ☐ Faculty ☐ Staff ☐ Student ☐

[REDACTED] did not want to file a complaint; she was seeking advice and assistance in what she viewed as climate issues related to gender in [REDACTED] Department.

Time Line		
Date	Item	Comments
10/17/2013	SGS t/c with [REDACTED]	[REDACTED] calls to talk with SGS. Feels she has experienced hostile climate within WWU [REDACTED] department regarding [REDACTED] recent assignment using sex-role stereotypes and behavior in computer lab.
10/18/13 & 10/21/13	SGS meets with [REDACTED]	[REDACTED] does not want to file a formal complaint; wants the EO Office to look into her concerns informally to improve the climate. In addition to being upset about the assignment [REDACTED] has given, [REDACTED] outlines her concerns about being uncomfortable in the computer labs because of male students making comments such as "raping the data."
10/24/13	Sue meeting with [REDACTED]	Discussions focused on [REDACTED] concern about a hostile environment in the computer labs and her recent assignment from [REDACTED] that she found offensive. Sue informs [REDACTED] that she is going to be meeting with [REDACTED] to discuss. [REDACTED] indicates that he is aware of some of [REDACTED] concerns and that he has been trying through the Women Students in [REDACTED] to provide needed support for women in the department.

10/24/13	SGS meeting with [REDACTED]	[REDACTED] apologizes and talks with SGS about coming into classroom and using his mistake as an educational example for students.
10/28/13	SGS meeting with [REDACTED]	SGS informs Dean [REDACTED] about inappropriate assignment that [REDACTED] presented to class and about [REDACTED] apology and willingness to use this as an educational example to his students. SGS indicates that this shows good faith on the part of [REDACTED].
10/28/13	LE	Contacts students that [REDACTED] recommends for a preliminary climate assessment regarding the climate in the [REDACTED] Department.
10/30/13	SGS visits [REDACTED] class	[REDACTED] personally apologizes to class and explains why SGS is present in order to make his mistake into an educational moment. SGS addresses [REDACTED] class in acknowledging the inappropriate assignment and how important it is to be thoughtful about stereotypes that can be demeaning to women and other groups.
10 31 – 11/4/13	LE conducts preliminary climate assessment w/those recommended by [REDACTED]	Individuals request anonymity
12/5/13	SGS email from [REDACTED]	[REDACTED] has a question on climate on his student exit interviews. He said the men students say it is fine; the 4 women interviewed this week and a couple remarked it's better but taken a few steps back because of how divisive [REDACTED] has been.
1/16/14	SGS meeting w/ [REDACTED]	[REDACTED] claims [REDACTED] not supportive of raising funds for students to attend Lesbians [REDACTED] in Bay area, like he supported others in attending [REDACTED] conference. [REDACTED] explained that students earned scholarships for that.
1/16/14	[REDACTED] email to SGS	Sending department's computer usage policy approved on Nov. 6 at dept meeting.
1/21/14	SGS meeting with [REDACTED]	
1/21/14	SGS meeting with [REDACTED] faculty member	SGS informs faculty member that there is no complaint against him but concern raised by student during preliminary climate assessment. References student's claim that he called her "darling" and that he put his hand on another student's knee and called her "good girl." Students do not want to complain about him but want him to be made aware that the students felt this behavior was unwanted. He explained that he is from the South and uses the term "darling" as a matter of courtesy and uses the term in this context. SGS indicated that women students may perceive this as too intimate and feel uncomfortable with it as did the student who raised the concern.
2/7/14	SGS email to Ted Pratt	Lets Ted know she has been working with [REDACTED] and Dean [REDACTED] on these issues
2/10/14	SGS meeting with [REDACTED]	SGS provides update
2/10/14	[REDACTED] email to SGS	Specific details about student "abuse" joking and body shaming and joke on white board.
2/10/14	[REDACTED] email to SGS	Issue regarding faculty member saying languages have "sex appeal," etc.
2/11/14	SGS meets with Dean [REDACTED] and [REDACTED]	SGS and [REDACTED] reviewed discussions over the last few months on addressing climate issues in [REDACTED] dept and results of preliminary climate assessment. Various ideas were discussed from letter from Dean [REDACTED] & Pratt re: climate to dept. students, to holding Lunchtime Discussion Group/Focus Group with students as positive steps
2/11/14	[REDACTED] email to SGS	Address "slavery" comment from one of students in [REDACTED] study group

2/11/14	SGS email to [REDACTED]	Updates
2/12/14	SGS meeting with Dean [REDACTED]	SGS Provides update
2/12/14	[REDACTED] email to Dean [REDACTED], SGS	[REDACTED] talks about constructive conversation in dept. meeting about climate.
2/12/14	Dean [REDACTED] email to [REDACTED], SGS	Regarding above
2/13/14	[REDACTED] email to SGS	Forwarding letter he wrote to students last year regarding [REDACTED] organized by [REDACTED].
2/13/14	SGS email to [REDACTED]	Thanks.
2/14/14	SGS, LE meeting with [REDACTED]	Reviewed latest emails from [REDACTED] and professors, talked about plan for [REDACTED] to go to [REDACTED] and three backups if she hears/observes an offensive comment. Possibility of letter going out to department and/or holding focus groups and discussion group on climate and ways to identify/address. To be discussed with [REDACTED]. [REDACTED] wants an external person to monitor the labs and for people to be accountable for inappropriate comments.
2/18/14	[REDACTED] and Dean [REDACTED] email about suggested letter on climate	[REDACTED] says it is divisive to send letter and need to get more info on climate and to talk with more people in the dept; [REDACTED] says letter is fine, though could raise "counter-productive" discussion; suggests informal discussion; Decision on how to proceed up to Dept. Chair and Dean; SGS will follow up on discussion or focus group idea with [REDACTED].
2/19/14		[REDACTED] and Laura Langley from EO Office held discussion with [REDACTED] study group where there had been some comments [REDACTED] felt were offensive regarding slavery. [REDACTED], Laura Langley and [REDACTED] all felt the session was productive and went well and that the students were responsive. [REDACTED] felt satisfied with this discussion.
3/3 (?)/14	SGS & [REDACTED] t/c	SGS expresses thanks that facilitated (see above) discussion went well and they discuss idea of lunch time Discussion/Focus group as next step in addressing climate. SGS says that she feels this is good approach and will not move forward with letter unless [REDACTED] and [REDACTED] want to. Feels the discussion/focus group can be effective and will ask LKL to get back to [REDACTED] regarding support for logistics. [REDACTED] says he'd like EO to facilitate discussion.
3/4/14	LKL t/c [REDACTED]	They arrange to meet later in week to discuss logistics of setting up/holding discussion group on climate
3/6/14	LKL meets with [REDACTED]	Discussion regarding details of focus group to be held as lunch time discussion with women student leaders in [REDACTED] in Spring quarter.
3/12/14	Summary Memo to File	See Summary Memo to File on climate work done thus far in response to [REDACTED]. If [REDACTED] wishes to pursue any specific allegations against any faculty or student, going forward, this need to be done through the formal discrimination complaint procedure which provides for a fair and equitable process for all parties.
3/21/14	LE/SGS meet w/ [REDACTED]	Close-out, talked about positive result from [REDACTED] and LKL facilitation with her study group. She reports two students being very sensitized to after this; positive about participation in focus groups.
4/17/14	SGS, LE & LKL conduct focus group for women [REDACTED] students	Nine women students participate. Report is issued to [REDACTED] and Dean [REDACTED] for follow-up.
		Ongoing work by [REDACTED] Department and EOO on climate matters.